7: Gulick E-5 (1952) 1955 ME1 Lebanon ME1

621 The boarding-school, as well as the day-school, students include both boys
872 and girls. The technical school and college students are nearly all boys, most of
879 them at the American University, one in the government normal school, a couple at the government vocational school. All these institutions are in Beirut.

463 We cannot, unfortunately, be very specific about the "white-collar" class. The
565 chief criterion is that none is a manual laborer, and they were obviously all considered to hold respectable positions. Many are clerks in offices or shops. The most outstanding is an official in one of the government ministries. There are no practicing physicians and no lawyers.

The "city specialists" can be subdivided as follows:

Protestant preacher	1	Seamstress	5
Detective	1	Waiter	3
Fireman	1	Hospital attendant	4
Soldier (sergeant)	1	Janitor	2
Tailor	2	Surveyor	1

[441] The "merchants" consist of members of a single family, plus close village associates, who own and operate a store in Beirut. They have been very prosperous since World War II.

[875] Four of the teachers work in the village itself, but the individuals concerned have not always done so, and the teachers in the village government school have in the past often been outsiders, assigned by the Ministry of Education.

462 Lastly, it will be observed that over half of the gainfully employed women
759 and girls are medical nurses. The position is one of some prestige in itself. Parents
555 and family prefer it to other jobs because it means that the girl will be under the protection of an institution, and also because it may eventuate in the marriage of the girl to a doctor, a very prestigeful status.

MARITAL STATUS AND OCCUPATION

162 Table 6, which indicates the marital status of the population between the
582 ages of fifteen and forty-five, reveals certain facts related to occupations. Everyone

TABLE 6. MARITAL STATUS: AGES 15–44

	MEN		WOMEN			MEN		WOMEN	
AGE	Single	Married	Single	Married	AGE	Single	Married	Single	Married
15–19	39	0	27	0	30–34	6	5	4	7
20–24	30	1	17	7	35–39	3	4	2	12
25–29	15	8	10	10	40–44	2	14	0	12

7: Gulick E-5 (1952) 1955 ME1 Lebanon ME1

WELFARE

In a very few cases of total incapacitation, individuals have had to be placed in public institutions for care. Otherwise, the village takes care of its own unfortunates, in conformance with the traditional attitudes of self-sufficiency. A unit of the Lebanese Red Cross visits the village at regular intervals to provide medical care for those who need it, but have been unable or unwilling to go to a doctor in the city. There is a regular, and entirely traditional, mechanism for caring for families who get into financial straits. A close friend of the family, who has learned of the situation because of his closeness, goes to each household in the village saying, "There is among us a family in need. I am going to give them some money; how much are you willing to give?" It is very bad form to ask for whom the collection is being made, and a contribution which is offered under such conditions may be refused by the collector. The strict anonymity which accompanies this behavior suggests that even in such a tight in-group as the village keeping up appearances is a conscious value. Clique and lineage rivalries undoubtedly contribute to this.

HIGHER EDUCATION AND OCCUPATIONS

Everyone in the village, except for a handful among the very old, are literate. A quite respectable number have received or are receiving college educations. The significance of education in the village will be discussed in the next chapter; here it is appropriate to consider only the bearing which education has on occupations.

Literacy itself is no rarity in Lebanon. In fact, among the Christians, at least, one can safely say that it is the expected thing. Mere literacy alone would raise one's aspirations only above that of manual laborer, in the city. For professional status or for governmental positions college educations are prerequisite. Medicine and the law require additional training beyond college which no one in Munṣif has recently undertaken. The number of positions open to ordinary college graduates which are in line with the individual's ambitions (befitting a learned and cultured person) are rather limited in Lebanon, and many such persons must be satisfied with whatever they can find. In consequence, a certain restlessness and dissatisfaction is to be found among those who have had advanced education.

AGRICULTURAL CONDITIONS

Munṣif depends, and has always depended, upon crops which do not require rain or irrigation in the growing season. In order, the most important are olives, figs and grapes. Of these the major cash crop is olives. This has not always been true. Up to 1914 the major cash crop in the village, and in Lebanon as a whole, was the silkworm cocoon, fed on mulberry leaves. Sericulture has not died out completely in Lebanon, and it is still fairly strong in the Kisrawan, Kura, Meten, and Shuuf districts (Février, 1949b, p. 249), but it has long since lost its economic

7: Gulick E-5 (1952) 1955 ME1 Lebanon ME1

to go to one of the Lebanese private schools which are now rather numerous. Each such school is called *al-madrsi al-ahliyya* (national school) because it is nonsectarian and does not regularly offer religious instruction (Hourani, 1946, p. 94). Such a school is "national" in the sense that it transcends sectarian barriers. If he does not go to a national school, the ambitious student must go to a private secondary school usually operated under foreign auspices, mostly either French (and invariably Catholic) or American. Many of these are boarding schools.

The French and the Americans each have their own educational system in operation in Lebanon. It was they, in fact, who gave the original impetus to modern indigenous education, although there have always been schools in the Arab world. Matthews and Akrawi point out that both systems go their own ways, and are based on entirely different philosophies (1949, p. 416). French Catholic or Protestant American are not the least elements in the division between them. The pinnacle of the French system is the Université St. Joseph (Jesuit), and that of the American is the American University of Beirut. For a long time the Government considered the American Master of Arts degree equivalent to the French *Baccalauréat, deuxieme partie,* which was the minimal standard required ordinarily of governmental appointees. This put holders of the Batchelor of Arts degree at a considerable disadvantage. St. Joseph prepares for the *Licence es Lettres* but does not confer it; similarly, the American University of Beirut confers the M.A. degree but not that of Doctor of Philosophy. Both institutions confer the degree of Doctor of Medicine.

At any rate, villagers, such as the Munṣifiin, who wish to go to college must attend a secondary school in order to qualify. Almost invariably this means boarding school away from the village, which in turn means considerable expense. To some extent the national school fills the gap in the public education system. The one in Munṣif, which was started about twenty years ago, has eleven grades, and about one hundred students, many of whom come from other villages in the Qurni. Graduates of this school must still attend a boarding school if they want to enter college, but the gap is considerably narrowed. There is a moderate tuition fee at the national school, plus books. There are three teachers, the owner and master (A,IX), his wife, and a young woman of the village (C,XXI) who was single at the time of the study.

Both schools operate under the severe handicap of a multiplicity of grades and a paucity of teachers. This is handled by holding all, or several, mathematics classes, for example, at the same time. School hours run from about 8 A.M. to 4 P.M. with two hours off for lunch. The national school has an evening study hall.

The curriculum of the government school follows a fixed formula and schedule to which all government elementary schools are expected to conform. Emphasis is on the "three R's," with some geography and history, the latter heavily laden with patriotic exhortations, and elementary civics and moral lessons which emphasize family relationships (Matthews and Akrawi, 1949, pp. 429–32).

3:Royal Institute of International Affairs U-4 (no date)1954 M1 Middle East
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mainly Christian) those run by foreigners are now finding it difficult to disarm the suspicions of the Government. In Lebanon, there are almost as many private as state schools and the foreign schools still work without difficulty. There are higher schools for teachers and for agriculture and engineering in Syria and for agriculture in Lebanon, but it is usual for a student to pass from a secondary school directly to a university. The following table shows the various types of schools and number of students.

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Type	Lebanon, 1951		Syria, 1951–2	
	Schools	*Students*	*Schools*	*Students*
State:				
Primary	977	83,252	1,850	237,775
Secondary	..	..	57	26,237
Technical	30	2,381	11	2,146
Teachers	2	165	10	1,233
Reformatory	1	106	—	—
Private	601	84,788	387	65,936
Foreign	149	41,402	56	9,852
Total:	1,760	212,094	2,371	343,179

.. = not available.

(Sources: *Statistical Abstract of Syria, 1951–2*, Damascus, 1952; *Statesman's Year-Book*, 1953).

The American University of Beirut is non-sectarian and has students from all over the Middle East. It encourages the use of Arabic as well as English, and its most renowned faculties are those of medicine and social sciences. The University of St Joseph in Beirut is run by the Society of Jesus. Attached to this university are schools of medicine, law, and theology, subsidized by the French Government and administered by the Society, in which teaching is carried on in the French language. A National University has recently been started by the Lebanese Government. The Syrian National University in Damascus teaches in Arabic and its most important faculties are those of law and medicine. A separate body for the study of the Arabic language is the Arab Academy of Damascus.

Health

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Malaria and amoebic dysentery are endemic and, though efforts are being made to drain breeding-grounds, preventive medicine is only in a rudimentary stage. Good hospitals exist in the cities and more are under construction; qualified doctors practise in all the towns, but in the villages there is still a lack

63:Simmons et al G-5 (1941-1951) 1954
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Schools are maintained by the Lebanese government under the authority of the Ministry of National Education and by private, denominational and foreign agencies. There are no public secondary schools, and institutions for advanced education are conducted almost exclusively by private or foreign organizations.

There are two universities in Beirut, both of which have made substantial contributions to educational and social leadership throughout the Near and Middle East. The Université Saint-Joseph, which was founded in 1875, is operated by Jesuit orders, and some of its departments are subsidized by the French government. It has faculties of law, theology, engineering, philosophy, oriental letters and medicine, with constituent schools of dentistry, pharmacy, nursing and midwifery. The American University of Beirut was established as the Syrian Protestant College in 1866, and renamed in 1920. It is a nonsectarian, autonomous institution, sponsored by the Near East Colleges Association. The present university incorporates schools of arts and sciences, engineering, medicine, pharmacy and nursing, as well as a new school for agriculture, organized in 1952.

Vital Statistics

No reliable vital statistics are available for Lebanon. The registration of births and deaths is compulsory by law, but reporting is irregular, and the facilities for the compilation and the analysis of statistical data are inadequate. The published statistics are incomplete and of little value in the interpretation of true birth and death rates. No census has been taken since 1932, but, on the basis of the official population estimates, the birth rate was calculated at 21.5 per 1,000 population in 1947 and at 26.1 in 1948. The death rates were given at 5.5 and 6.1 per 1,000 population, respectively, figures which are obviously low.

The infant mortality rates are unknown. The general laxness in reporting births in many rural villages and the tendency to

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